



Leigh Church of England Academy

Aim ever higher



How will my child's social, emotional, mental health and wellbeing needs be supported at Leigh?

All children will have access to the following forms of support

Nurture - space available as a drop in at lunchtime and breaktimes with nurture trained adult available to provide support and discussion.

Boomerang – groups sessions to learn about emotions and strategies for managing emotions. Delivered to all children in Year 3.

Flourish Project – group sessions for Year 6 to learn about resilience and mental health.

PSHE – every child has a PSHE lesson once a week through our 'Jigsaw' programme.

Calm corners – calm spaces within academy for children to use if they feel angry, upset, anxious, sad or stressed to regulate, refocus and return to learning. Spaces are in every classroom and other key areas across the academy. All children are taught a range of calming strategies that they can use.

Good to Talk – post boxes in every classroom and other key areas across the academy where children can write a worry or concern. Inclusion team checks these boxes twice a week and speaks to the child about their worry.

Mental Health in Schools Team – we work closely with this NHS team who regularly offer whole class sessions. Previous sessions have included relaxation and emotional awareness.

Support for families – All families can access support from CWRIFE [For Parents and Carers](#) | [CAMHS \(cwrise.com\)](#) and from Mosaic family hub [Mosaic Family Hub - Home](#) | [Facebook](#). Class teachers, Mrs Goddard (Learning Mentor) and other staff are available to talk through concerns.

Skilled staff – our staff have had training in attachment, trauma and supporting children's social and emotional needs. We support children to manage their social and emotional concerns as they arise during the academy day through discussion, reflection, modelling and direct teaching.

Power of Reading – by discussing characters' thoughts, feelings and behaviours, children are able to make links to their own emotional wellbeing.

Some children will have a slightly greater need and may be offered the following forms of support (as appropriate)

Drawing and Talking – individual support using drawing as a method of communication and to aim discussion about feelings.

Time to Talk – group session for younger children to support their social interaction and communication with others.

Socially Speaking – group sessions to develop language, communication and self-esteem.

Anger awareness – individual support to help children to understand and manage their anger.

Lego Therapy – group work using lego to aid communication, turn taking and team skills.

Lap Books – individual or group sessions to create a personal book to aid managing feelings around a specific event in life or a specific issue.

Dog Therapy – small group time with visiting dogs to support calming and regulation.

Check ins – regular individual emotional check ins with a key member of staff.

Support for families – Parents/carers may be offered specific courses and support through the Mental Health in Schools Team

Individual 5 point scale – bespoke visual to support spotting signs of dysregulation and applying strategies to manage

Nurture – timetable slot to attend nurture sessions with Inclusion team

Individual Education Plans – A personalised plan stating what specific support is needed and any targets.

Mental Health referral – academy and parents may decide to make a referral for additional support from the mental health in schools team.

A few children will have significant or specific social, emotional, mental health and wellbeing needs and will be offered the following forms of support

Life Story work – individual support for children who need support to understand their life journey and emotions around this. This is delivered by staff specifically trained in this area.

Harmful Sexual Behaviour – individual sessions for children needing support around experiencing or displaying this type of behaviour. Delivered by a trained facilitator in school initially and maybe referred to an outside agency if further intervention is required.

Wishes and Feelings – individual sessions to allow a child to share their wishes, feelings, emotions and worries in a safe space.

Bereavement – work with children who have suffered a loss. Additional specialist outside agency work can also be referred to if needed.

Play Therapy – individual sessions with a trained play therapist.

Trauma work – work for children who are or who have suffered traumatic experiences in their life. Support is provided by a trained member of staff.

Early Help referrals for families – academy and parents/carers may decide to make a referral for Early Help support aimed at supporting the family on a wide range of issues e.g. behaviour management, debt, budgeting, housing etc

Positive Parenting Referral – for families that are struggling with behaviours in the home and support can be provided with boundaries, strategies and routines etc

SEND social, emotional, mental health needs – academy and parents/cares may decide to add a child to the Special Educational Needs and Disabilities register in order to manage and support their social, emotional and mental health needs.

The Keys – Specialist SEMH provision either through a placement or outreach support

Please speak to ANY member of staff if you or your child need support with social, emotional, mental health and wellbeing. We are here to help.



Mrs Tyrell
Inclusion Manager and
SENCo



Mrs Bickerton-White
Integrated Family
Support and
Safeguarding Leading



Mrs Goddard
Learning Mentor



Miss Cadden
Inclusion Assistant